

2-1-1992

Faculty Senate Monthly Packet February 1992

Portland State University Faculty Senate

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TO: Senators and Ex-officio Members to the Senate

FR: Ulrich H. Hardt, Secretary to the Faculty *U H H*

The Faculty Senate will hold its regular meeting on February 3, 1992, at 3:00 p.m. in 150 Cramer Hall.

AGENDA

A. Roll

*B. Approval of the Minutes of the January 6, 1992, Meeting
President's Report

C. Announcements and Communications from the Floor

D. Question Period

1. Questions for Administrators

2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees

1. Winter Term Registration Report -- Tufts

2. Provost Search Update -- Parshall

3. Report on Budget Reduction Process -- R. Johnson

4. Quarterly Report of UPC -- DeCarrico

F. Unfinished Business

1. ARC Diversity Requirement Update -- Millner

*2. Proposed Constitutional Amendment, Article V. 1.1.

*3. Proposed Constitutional Amendment, Article IV. 4.4. n

*4. Proposed Constitutional Amendment, Article IV, 4.4.g & M

G. New Business

H. Adjournment

*The following documents are included with this mailing:

B Minutes of the January 6, 1992, Senate Meeting*

F₂ Proposed Constitutional Amendment, Article V. 1.1

F₃ Proposed Constitutional Amendment, Article IV. 4.4. n

F₄ Proposed Constitutional Amendment, Article IV, 4.4.g & M

**Included for Senators and Ex-officio Members only.

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 3, 1992
Presiding Officer: Ansel Johnson
Secretary: Ulrich H. Hardt

Members Present: Abbott, Barna, Beeson, Bjork, Bowlden, Brannan, Brennan, J. Brenner, Briggs, Burns, Casperson, Cumpston, Daily, Danielson, DeCarrico, Duffield, Ellis, Falco, Farr, Finley, Forbes, Gillpatrick, Goekjian, Goucher, Haaken, Johnson, Karant-Nunn, Kocaoglu, Koch, Kosokoff, Latz, Lendaris, Livneh, Lutes, McKenzie, Midson, Moor, Ogle, Oshika, Parshall, Petersen, Reece, Schaumann, Sestak, Stern, Terdal, Terry, Visse, Weikel, Westover, Wurm.

Alternates Present: Benowitz for Burke, Beatty for Edwards, Johanson for Gray, Wollner for Dodds.

Members Absent: Ashbaugh, S. Brenner, Dunnette, Jackson, Kasal, Lansdowne, Sobel, Tama, Tuttle.

Ex-officio Members Present: Davidson, Desrochers, Diman, Hardt, Oh, Miller-Jones, Oh, Pfingsten, Reardon, Vieira, Tang, Toulan, Ward.

APPROVAL OF THE MINUTES

The January 6, 1992, minutes were corrected. Page 19, line 1, should read: "KARANT-NUNN asked whether there was any implied approval of the [SBA] reorganization if nothing else were to be said." The minutes were approved with that change.

PRESIDENT'S REPORT

REARDON spoke for President Ramaley and commented on the governor's speech regarding reductions. OSSHE presidents have met twice with the chancellor and are still discussing the implications of the governor's remarks. No details are available at this time, but the chancellor is considering giving an agency response. When PSU hears about the percentage of its cuts, the President hopes that the institution will be able to decide how to manage them. More information should be available in two weeks.

ANNOUNCEMENTS

1. Bev FULLER, chairperson of an ad-hoc computer committee, announced a campus-wide survey regarding computing resources, needs, and requirements for the next five years. Departments will be asked to inventory their equipment. The committee is being assisted by an IBM resource person, vendor-neutral. REARDON urged participation in the survey. Findings from it

will be used to help disburse ca. \$90,000 for computer purchases.

2. Several groups are sponsoring a forum on "Diversity and Multiculturalism" on February 18, noon-2:00 p.m., SMC.

REPORTS

1. TUFTS reported a 7 percent drop in headcount from winter term 1991. The fall term drop from a year ago was 3.4 percent.
2. PARSHALL gave an update on the provost search. The committee has narrowed the original list of 90+ to a manageable group. Calls are being made to candidates this week. During the following two weeks references will be called. After that, eight to nine persons will be interviewed at centrally located airports. Persons who emerge as finalists from that group will be brought to campus (perhaps in about a month), and the Provost Search Committee will take over at that point. None of the top candidates has withdrawn so far. PARSHALL is hopeful that a new provost could be here July 1992.
3. Ray JOHNSON addressed the budget reduction process and distributed a handout (see attached). A Budget Reduction Team numbering 15 has been put together with representatives from AAUP, OPEU, ASPSU, vice presidents, Budget Committee Chairperson, among others.

MOOR raised the concern many have had with the criteria for budget reductions. Criteria do not help with identifying programs which are fundamental as opposed to those of lower priority. JOHNSON said other groups need to discuss this, such as UPC and the Budget Committee. BRENNAN asked what corrections have been made to the data base of departments and programs. JOHNSON said department chairpersons can meet with the executive committee to discuss their concerns regarding the data. BRENNAN and HOLLOWAY urged that the data be corrected now, before preliminary information is given to the Budget Reduction Team. JOHNSON agreed. KARANT-NUNN did not want the debacle of the Transition Team repeated.

MIDSON asked what process would be used in making the apportionment. DESROCHERS said that the governor had program review committees, including one on education, which made recommendations to her. The chancellor participated in the process, but not the campuses. BEESON asked about the number of positions attached to the \$138 million to be cut. DESROCHERS said there was not necessarily a connection between the dollar figure and the 4,000 cut positions that have been talked about.

4. DECARRICO gave the quarterly report of the UPC (see attached). OH asked if the UPC was getting into concerns that belong to

the Curriculum Committee, rather than UPC, referring to how TQM operates in teaching and learning, and the early introduction of synthesis. MOOR said that the UPC did have a concern regarding the selection of associate deans, if they are to serve rolls similar to department chairs; the constitution has things to say about department chairpersons. DECARRICO invited OH to attend the next UPC meeting.

UNFINISHED BUSINESS

1. MILLNER reviewed the work of the ARC on the diversity requirement, identifying steps the committee has taken and problems and issues it has dealt with (see attached). He listed the following main issues on which the ARC has acted in the affirmative:

- ◀ "western" courses can fulfill the requirement
- ◀ a third category of courses was added since an earlier draft
- ◀ gender courses should be included in the diversity requirement
- ◀ omnibus-numbered courses should be allowed
- ◀ courses must be taken from two departments
- ◀ the criteria for course selection should not be too broad or narrow

J. BRENNER moved "that the Senate adopt the ARC recommendation."

BRANNAN argued that the concept of diversity should be expanded to include disability. MILLNER pointed out that the criteria on page 3 had been adjusted. BRANNAN, however, wanted the minutes to reflect this discussion and to have the rationale of the diversity statement make reference to ability.

BRANNAN/LIVNEH therefore moved "that the Senate expand the proposed criteria on diversity to include disability."

The amendment was passed.

BURNS commented that the Advisory Council had been approached by a number of faculty who felt that the ARC recommendation was too narrow. BURNS/JOHNSON therefore moved a substitute motion (see attached).

BRENNAN was confused why the Advisory Council would take over the work of the ARC. MOOR explained that the substitute motion did not come from the Advisory Council but from a group of concerned senators who felt the new statement was preferable, more succinct, clearer and coherent. There are faults

with the ARC draft, among them that the categories of courses are hard to understand.

J. BRENNER objected to the substitute, because it was more than copy editing. Significant changes are being introduced, and these should have been brought to the ARC. The committee has been responsive to other suggestions, adding age, ability, and sexual orientation to the criteria. She and COGAN pointed out that the substitute eliminated the process of selecting courses which the ARC had proposed. One cannot simply go through the catalog and choose courses by their title. BJORK warned that a list of approved courses in the catalog is doomed to failure; lists in the catalog have been unworkable. J. BRENNER said that category "c" in the substitute was different from the ARC version. The issue is that courses should provide students with conceptual mechanisms for the study of human diversity.

DAILY asked whether the Senate was discussing a statement which would be in the catalog or in the Senate minutes. MILLNER answered that a shortened version of the statement needed to be in the catalog, but a longer document should be available to students and departments for guidance. TANG agreed that a brief summary of the Senate statement would be in the catalog, and the deadline for that copy for the 1992-93 Bulletin was coming quickly. She pointed out that the substitute motion delays implementation by one year. MOOR responded that implementation could begin as soon as the Senate had approved a list, but J. BRENNER insisted that the Senate needed to approve the criteria first. FARR said that the ARC statement needed work, and the substitute statement falls short.

DAILY/FARR moved "that the issue be tabled, returned to the ARC, and brought back to the Senate at its March 2 meeting."

The motion was passed.

2. The constitutional amendment (V.1.1.), providing ex-officio status for chairpersons of constitutional committees, was passed.
3. The constitutional amendment (IV.4.4.n), clarifying the responsibilities of the UPC, was passed.
4. The constitutional amendment (IV.4. 4.g. and m.), creating a constitutional Faculty Development Committee from the Research and Publications Committee and the Committee on Effective Teaching, was approved.

ADJOURNMENT

The meeting was adjourned at 16:47.

BUDGET REDUCTION PROCESS AND RELATED ISSUES

1. **Strategic Planning: Phase II.** PSU is currently developing guidelines for the development of Phase II of the Strategic Planning process.

It is likely that each department chair or administrative director will be allowed to make a written presentation and a brief oral presentation to the University Executive Committee (President and Vice Presidents) during Spring Term.

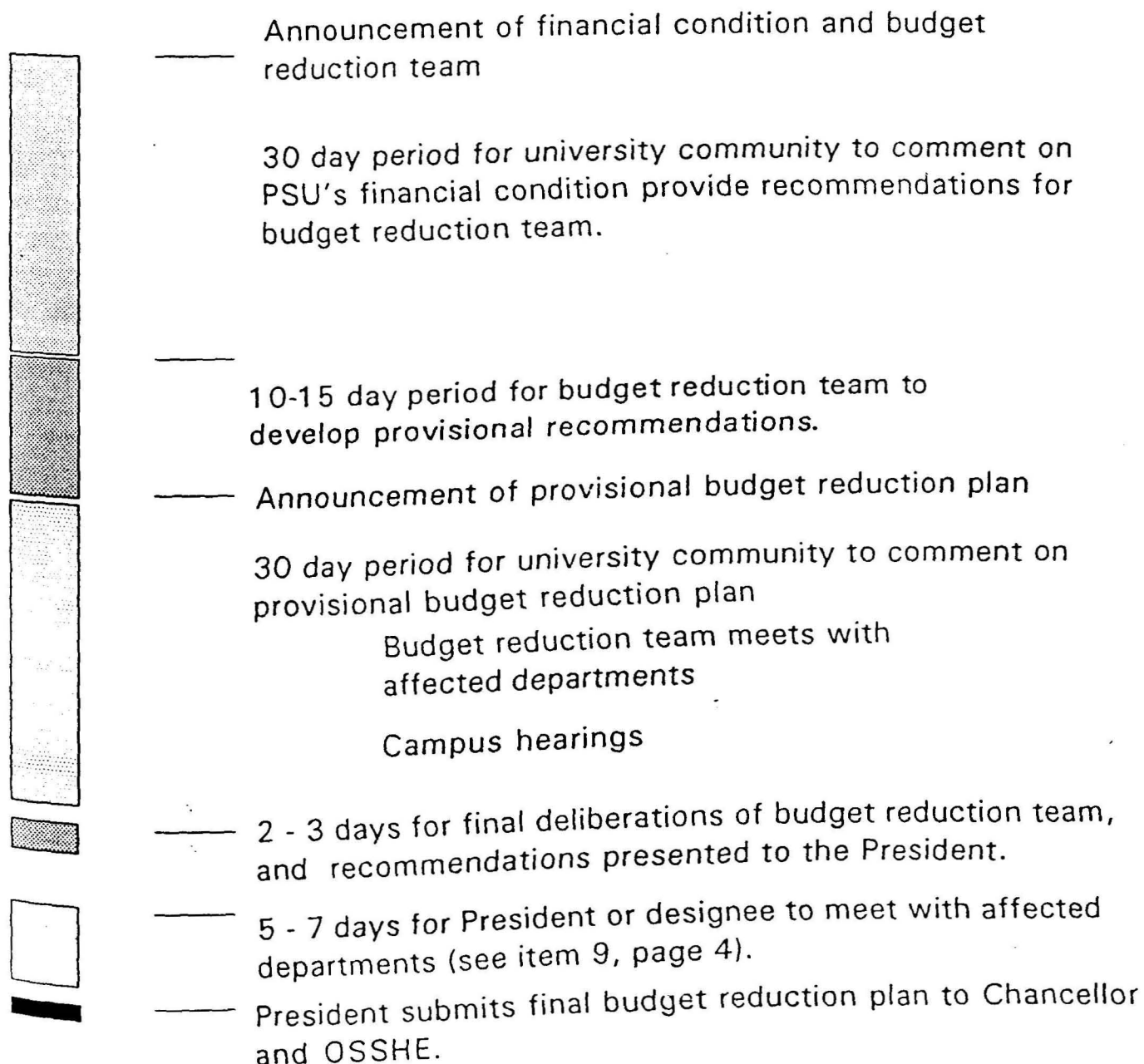
2. **Budget Reduction Process.** If PSU must absorb its share of an approximate \$138 million budget reduction for higher education in the next round of measure five, this will probably not take place until Fall of 1992.

Two processes have been suggested-

- a. A 75 - 90 day process that closely follows the guidelines laid out in the AAUP contract.
- b. If time constraints do not allow for the longer process, a 30 day process is proposed that allows 20 days for meetings with affected departments and campus hearings.

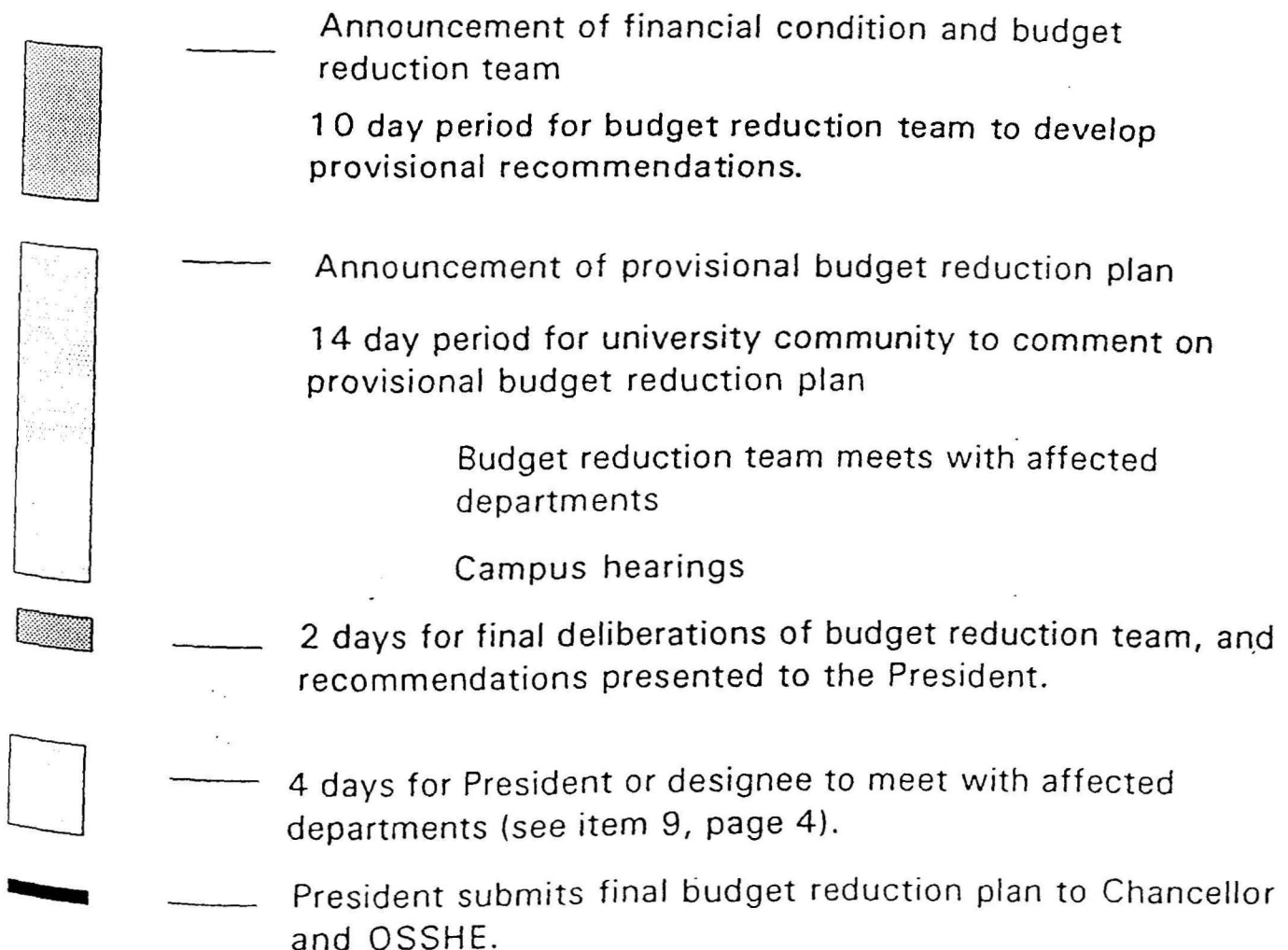
Any budget reduction process will follow the Criteria for Budget Reduction approved by the PSU Faculty Senate on January 25, 1991.

Timeline for Budget Reduction Process (if conditions allow)



Timeline for Budget Reduction Process

Plan if only 30 days are available to make recommendations to Chancellor's Office



UPC QUARTERLY REPORT TO THE FACULTY SENATE
February 3, 1992

Since the last Report to the Faculty Senate (November 4, 1991), the UPC has continued to address concerns relating to the reorganization of the School of Business Administration. Following a review of the information provided by SBA in a Restructuring Report (11/4/91), UPC requested further clarification of three important concerns that were not sufficiently discussed in the Report: (1) procedures used, which sidestepped required channels of review; (2) educational and curricular implications of reorganization; and (3) effects of reorganization on teaching and learning. Dean John Oh responded with further details.

UPC reviewed Dean Oh's response, finding three key issues that still need further clarification:

1. Exactly how does Total Quality Management operate, particularly in teaching and learning?
2. Is the introduction of synthesis too early in students' learning?
3. How much voice do faculty have in selection of assistant deans and in direction and implementation of policy?

During Winter quarter, UPC will continue to examine these issues. The agenda for this quarter also includes a review of the Library reorganization, and a review of the proposal for the PSU Center for Science Education.

Respectfully submitted,
Jeanette S. DeCarrico, UPC Chair

DRAFT

Criteria for Diversity Courses

Rationale

A university education which does not expose students to a diverse range of ethnic, cultural, racial and gender based perspectives is not adequately preparing those students for future roles in an increasingly complex national and global community. Consequently, a contemporary university must provide an opportunity for students to be exposed to information and course content which ranges beyond the traditional framework of the Euro-American western viewpoint. It must as well encourage students to acquire the analytical skills of intellect and process which allow the exploration of the dynamics of interaction between groups formed around factors of race, gender, culture or ethnicity. Because the nature of those interactions has often, historically, included a significant measure of intergroup conflict and hostility, and because contemporary interactions frequently continue to reflect imbalances of power and resources from the inherited effects of these relationships, it is therefore important that the coursework associated with this process include a focus on the origins, operation and impact of such negative forces as intolerance, bigotry, injustice and exploitation in these intergroup interactions. For such study and exposure to be most useful and beneficial to students, there must also be opportunity for exposure to the positive and beneficial aspects of both group identity and intergroup dynamics.

Implementation

The Coursework.

To achieve the objectives stated above, effective Fall 1992 all PSU students must complete as part of the general university graduation requirements, two courses (6-quarter hours) that address these issues.

Courses eligible to satisfy this requirement will fall into three categories. Students, will be required to meet this requirement by taking classes from at least two different departments. - - The categories are:

a. Courses distinguished by a content focus that emphasizes issues, information, perspectives, subject matter, and/or group dynamics from the vantage point of racial, cultural, gender or ethnic groups which have historically experienced oppression or discrimination. For example, courses in this category may include Afro-American History, Feminist Theory, the Civil Rights Movement, the Holocaust, Hispanic Studies, Minority Groups, the 60's Counter Culture.

In recognition of the expectation that all university courses should include same coverage of such diverse content and focus, it should be understood that for the purpose of this requirement, only those courses which include a substantial proportion of such content will be eligible for consideration in this category. That substantial portion may include a focus on one or more of the targeted issues or groups.

b. Courses distinguished by an instructional methodology focused on the dynamics of intergroup interaction and devoted predominately (but not necessarily exclusively) to a consideration of such issues as the origins, effects, alternatives, resolutions and remedies associated with difficulties and disharmonies created by such forces as intolerance, inequality, discrimination, oppression, etc., in the context of intergroup relations.

Courses which typify this category may include those such as, Intercultural Communications, Cultural Psychology, the Serbo-Croatian Civil War. The intention of these courses will be to explore intergroup relations in a comparative and analytical framework.

c. Courses which expose students to significant international cross-cultural and/or historical difference by dealing with societies that are socially and culturally non-western or that are otherwise organized in ways significantly different from modern western society. In such courses a substantial portion of course activity must include conceptual mechanisms for the study of human diversity in the context of the concerns outlined in the rationale for this requirement.

Selection of Courses

A list of courses eligible to meet this requirement will be created by the ARC and approved by the Faculty Senate. Subsequent revisions of the list will occur on a periodic basis and be handled by the ARC with Senate approval.

Courses for the original list will be selected from those proposed to the ARC by departments or individual faculty. The proposal process will include the submission of course outlines and a brief explanation of why the course conforms to the expectations of these criteria. Submissions must indicate which category the course is intended to fulfill. By-Arrangement courses will not be considered. Omnibus-numbered courses will be eligible for consideration.

A mechanism for appeal and review will be created by the ARC for reconsideration of courses denied inclusion.

The creation of the initial list of courses will require a review period that will not allow its publication in the Fall 1992 catalog. The Fall catalog will include the language and criteria adopted for this requirement by the Faculty Senate with an indication that a listing of applicable courses will be available to students through their advisers or the Registrar. Subsequent catalogs will include the list of courses.

Criteria for Diversity: Race, Ethnicity, Gender, and Cultural Difference

A course need not include all of the approaches described below but must include a substantial portion of one or more as content and/or focus within the course.

To fulfill this requirement these courses would:

1. Provide conceptual tools for critical thinking about diversity, defined as cultural and social pluralism, in the modern world.
2. Raise the students' awareness of intolerance and inequality, on the one hand, and propose ways of bridging the gaps between intolerance and social justice, on the other...
3. Examine, through discussion, the meaning of race, ethnicity, or gender, and those attitudes or conditions that result in intolerance and/or inequality.
4. Expose the student to issues surrounding intolerance, bigotry, prejudice, and such negative - "isms" as racism, sexism, and anti-Semitism.
5. Examine the historical or social origin of differentiation based on race, ethnicity, gender, religion, class, disability, age or sexual orientation.
6. Examine comparisons of discrimination based on race, ethnicity, religion, social class, gender, disability, age or sexual orientation.
7. Examine the variety of ways in which life is experienced in heterogeneous societies, societies that offer perspectives different from the more traditional world-view as related through Western Civilization, or the Western European-American Christian perspective.

In an increasingly complex and diverse world, it is important that students gain an understanding of those whose perspectives and experiences differ from their own. Recognizing this, and convinced that knowledge of groups and cultures different from the ones predominant in North America fosters empathy and ultimately social harmony, the University will require for graduation the completion of two courses from a broad list of choices all of which serve to expand students' pertinent understanding.

Courses that satisfy the requirement fall into one or more of three broad categories:

- a. They examine a culture or broad social phenomenon different from those that are dominant in the United States.
- b. They examine issues and information related to racial, cultural, gender, and ethnic groups that have historically been undervalued, discriminated against, or oppressed.
- c. They focus on the dynamics of intergroup relations and include such issues as the origins and effects of intolerance, inequality, discrimination, and oppression.

The Academic Requirements Committee will draw up a list of regular undergraduate courses that meet the above criteria. This list will be submitted to the Faculty Senate for approval. Upon recommendation by the ARC, new regular courses will be considered by the Senate for inclusion in the list. In addition, departments may submit omnibus-numbered courses in advance of each academic year to the ARC for approval.

Motion:

That the Senate adopt the following diversity requirement and that implementation of the requirement be delayed until the Senate has, upon advice of the Academic Requirements Committee, approved a list of courses acceptable to meet the requirement.

Attached:

Proposed diversity policy illustrative list of courses. (This list is submitted only to suggest the range of courses that appear, at first glance, to meet the criteria. No Senate action with respect to the list is proposed.)

Proposed Amendment to the PSU Faculty Constitution

Changing ARTICLE V. Section 1.1 to provide for ex-officio Faculty Senate status for chairpersons of constitutional committees.

(underlining = proposed additions)

ARTICLE V. FACULTY SENATE. / Section 1. Membership

1) Ex-officio Members

a) The President, the Provost, all Vice Presidents; all Deans; the Director of the Library; all assistants to the President; the Secretary to the Faculty; and the Student Body President of the Associate Students of Portland State University shall serve as ex-officio members of the Senate. Ex-officio members shall have full rights of discussion and making of motions but shall not have the right to vote. The above-listed ex-officio members are not eligible to become elected members.

b) The chairpersons of constitutional committees shall serve as ex-officio members if they are not serving as elected members.

Explanation:

Constitutional committees are regularly called on by the Senate to implement its policies. The chairpersons of these committees must inform the Senate of issues and problems that come up in the on-going work of their committees; they must themselves be continuously informed of Faculty Senate discussions and be expected to contribute regularly to those discussions.

At present, non-Senator chairs of constitutional committees cannot make motions; nor can they convey information to the Senate except when a Senator asks permission on their behalf. Although they do receive Senate agenda and minutes, they are not routinely provided with full information on Senate motions. Except for annual reports, they are not expected to attend Senate meetings, according to the current constitution.

Ex-officio membership would thus facilitate a fuller and more efficient integration of the Senate's work and the work of its designated constitutional committees.

(Note: Status for chairpersons of administratively appointed committees would not be affected by this proposed change.)

TO: Faculty Senate

FR: Advisory Council

RE: Constitutional Amendment re UPC, Article IV.4.4. n

Current Wording:

- n) University Planning Council. The University Planning Council shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Council shall be composed of the chairperson of the Budget Committee, five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the professional schools, one faculty member from the Library, one faculty member from the School of Extended Studies, one faculty member representing unranked faculty, one Management Services person, one classified person, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Budget Director, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Council. The chairperson (or a designated member) shall serve on the Budget Committee.

The Council shall:

- 1) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.
- 2) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
- 3) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
- 4) Form subcommittees as needed to carry out its work.
- 5) Report to the Faculty Senate at least once each term.
- 6) Coordinate with the President's external advisory board by having the UPC chairperson sit on the advisory board.

Proposed additions as numbers 3 and 4 (adjust other number accordingly):

3. Receive and consider proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities.
4. Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.

Rationale:

On June 3, 1991, the Senate amended the constitution to transfer the responsibility of the EPC to the UPC. The minutes of that meeting report the Senate's clear understanding that the duties in this proposed amendment were among those transferred to the UPC. Therefore, the purpose of the amendment is to record in the constitution the Senate's understanding of the prior amendment.

UHH/b

PROPOSED CONSTITUTIONAL AMENDMENT

Article IV. Organization of the Faculty

Section 4. Faculty Committees.

Current Wording:

- g) Research and Publications Committee. This committee shall consist of fourteen faculty members, selected at large. It is desirable that all appointees be selected from among faculty members who are active and interested in research. The Committee shall:
- 1) Establish policies, in consultation with administrative officers, as to the allotment of whatever institutional sums have been granted or appropriated for Faculty research and study.
 - 2) Encourage Faculty scholarship by eliciting proposed research projects.
 - 3) Recommend to appropriate administrative officers the distribution of institutional research funds.
 - 4) Keep records of research fund distributions and endeavor to record their subsequent history.
 - 5) Advise and assist Faculty members in developing and obtaining invention and copyright protection, as well as in determining equities and interests of all parties concerned with such protection.
 - 6) Work closely with University development committees.
 - 7) Report to the Senate at least once each year.
- m) Committee on Effective Teaching. This committee shall consist of at least five faculty members representing various instructional divisions, three students, and, as consultant, the Vice Provost for Academic Program Operations or his or her representative. The committee shall:
- 1) Facilitate the interchange among faculty members and between Faculty and students of ideas and suggested procedures designed to promote effective teaching.
 - 2) Keep the Faculty informed of salient new developments in University teaching.
 - 3) Screen all proposals for the general University-wide use of procedures and techniques for judging or evaluating teaching effectiveness, and make policy recommendations regarding such proposals to the Faculty or to its appropriate committees.
 - 4) Report to the Senate at least once each year.

Article IV. Organization of the Faculty.

Section 4. Faculty committees

Faculty Development Committee. This committee shall consist of ten faculty members from the College of Liberal Arts and Sciences, two from each of the other instructional divisions, two from the Library, two representing All Other Faculty, and, as consultants, the Provost or his/her representative. It is desirable that the appointees be selected from among faculty members who are active and interested in research, teaching, or other scholarly activity. The Committee shall:

- 1) Establish subcommittees and working groups as needed to carry out the committee functions.
- 2) Establish policies, in consultation with administrative officers, as to the allotment of whatever institutional sums have been granted or appropriated for Faculty research, multi- or interdisciplinary ventures, Faculty development and Faculty improvement or evaluation of teaching.
- 3) Encourage Faculty scholarship and teaching by eliciting proposals for projects.
- 4) Recommend to appropriate administrative officers the distribution of institutional research funds.
- 5) Keep records of research fund distributions and endeavor to record their subsequent history.
- 6) Advise and assist Faculty members in developing and obtaining invention and copyright protection, as well as in determining equities and interests of all parties concerned with such protection.
- 7) Facilitate the interchange among faculty members and between Faculty and students of ideas and suggested procedures to promote effective teaching.
- 8) Keep the Faculty informed of developments in teaching.
- 9) Work closely with University development committees.
- 10) Report to the Senate at least once each year.

Rationale: A significant increase in funds available to award to faculty requires additional faculty involvement. The existing committee structure has two committees responsible for recommendations and policies for two sources of funds. This new committee will combine the functions of the two committees and add additional representation to allow formation of subcommittees to handle the individual "grant" programs.